Course Title: Pharmacoepidemiology & Therapeutic Risk Management
Course Number: EPID 0672
Course Location: Web-based asynchronous & 2 live online sessions
Course Pre-requisite(s): Any basic statistics or biostatistics course
Course Date & Time: Web-based asynchronous sessions & Live online review sessions (Feb. 16 and Apr. 20, 3-5PM EST, on Zoom)
Course Instructor: Yola Moride PhD FISPE, Research Professor of Pharmacoepidemiology, Institute for Health, Health Care Policy and Aging Research. morideyo@ifh.rutgers.edu
Office Hours: By appointment, personal meeting room: https://rutgers.zoom.us/j/7355773183?pwd=Qkl5NDdxY2xWY18vYmIrRVEVkJfjUT09
Course Assistant: Gia Huynh, bg45@sph.rutgers.edu
Course Website: canvas.rutgers.edu
Additional/Supplemental Readings/Resources: Weekly list of references provided for each module.
Course Description: This web-based asynchronous course is designed to introduce students to the basic concepts and methods of pharmacoepidemiology and therapeutic risk management. Pharmacoepidemiology is the study of the use and effects (benefits and risks) of therapies, including medical devices, in the real-world clinical practice setting. Lectures will be available online for asynchronous viewing supplemented by weekly activities (discussion forum or assignment). There are two online live sessions in order to review the materials, including Q&As.

Selected Department Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH or PhD/DrPH for the School of Public Health include:

**MPH or PhD\DrPH competencies**

A. Critique epidemiologic literature, assess its strengths and weaknesses and determine if conclusion(s) are supported
B. Use epidemiologic techniques to quantitatively assess patterns and changes in disease occurrence
C. Formulate a specific hypothesis and determine an appropriate study design and analysis plan using quantitative data analysis techniques
D. Design, implement and assess ordinary data collection systems for public health research
E. Appropriately analyze and interpret epidemiologic data, including large national and state level datasets
F. Communicate and present study findings to professional audiences
Please visit the Department webpages on the School of Public Health’s website at http://sph.rutgers.edu/ for additional competencies addressed by this course for other degrees and departments.

**Course Objectives:** By the completion of this course, students will be able to:

1) Define the scope of pharmacoepidemiology and its role in drug regulation and coverage (reimbursement) decisions;
2) Distinguish and calculate the various measures of occurrence of events (absolute risk, excess risk, relative risk, incidence rate, etc.);
3) Describe and explain the basic pharmacoepidemiologic study designs and data sources, as well as their major strengths and weaknesses;
4) Appreciate and explain modern pharmacoepidemiologic methods of analysis and control of biases;
5) Critically review and interpret the literature related to the studies of drug safety and effectiveness;
6) Recognize the importance of considering sex and gender in the reporting of health research;
7) Understand therapeutic risk management principles and apply pharmacoepidemiologic methods to the evaluation of risk minimization measures;
8) Become familiar with the specificities of pharmacoepidemiology of mental health and medical devices

**Special Circumstances During COVID-19 (For Spring 2022)**

The School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student’s situation. If additional support is needed, students may reach out to the Office of Student Affairs (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the Student Connect Canvas page.
Course Assignments:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course Objectives(s)</th>
<th>Module(s)</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Critique lit</td>
<td>3,5,6</td>
<td>3,4,6,9,11</td>
<td>Discussions, Assignments</td>
</tr>
<tr>
<td>B. Patterns of disease occurrence</td>
<td>2,6</td>
<td>2,3,5,6,7,9,12</td>
<td>Assignment, Live sessions, Midterm and Final Exams</td>
</tr>
<tr>
<td>C. Hypothesis/plan</td>
<td>1,3,4,7</td>
<td>1,3,4,9,10,11,14</td>
<td>Assignments, Midterm and Final Exams</td>
</tr>
<tr>
<td>D. Assess data collection systems</td>
<td>3,4,5,7</td>
<td>3,4,5,7,9,12,13,14</td>
<td>Discussions, Live sessions, Midterm and Final Exams</td>
</tr>
<tr>
<td>E. Analyze</td>
<td>2,4,5</td>
<td>2,3,4,5,7,10,11,12,13,14</td>
<td>Discussions, Assignments, Live sessions, Midterm and Final Exams</td>
</tr>
<tr>
<td>4 Communicate</td>
<td>1,2,3,4,5,6,7</td>
<td>2,3,4,7,8,11,12,15</td>
<td>Assignments, Discussions, Live sessions, Midterm and Final exams</td>
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</tbody>
</table>

Course Requirements and Grading:
The course relies on student self-learning. All session assignments, PDF formatted handouts, web-conference sessions, hyperlinks, readings and other information will be available at the course website or through the Rutgers Library Resources website. PDF-based PowerPoint lecture handouts are located on the course lesson page and can assist the student in extracting the most relevant information from the readings. Websites provide more detailed information and examples to clarify discussed material. Through directed study, the student will learn and apply the content materials by completing structured assignments and discussion activities. Each Module will open on Sunday and activities will need to be completed by the following Sunday midnight (with the exception of Assignments that will be due the following Monday at noon).

The course is taught using a web-based format with:

- Assigned readings
- Links to relevant sites on the internet;
- Narrated PowerPoint slideshows (Kaltura);
- VoiceThreads on selected topics;
- Directed discussion activities;
- Written assignments;
- Live web-based sessions
- Mid-term and Final exams
The grading structure is summarized in the table below:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Points/item</th>
<th>Number</th>
<th>Category</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Quiz</td>
<td>SPH Honor Code Acknowledgement Page (required)</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>2</td>
<td>Live Session participation</td>
<td>Evaluation based upon attendance and active participation in live sessions.</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Discussion Board</td>
<td>Evaluation based upon active participation using the Discussion Board.</td>
</tr>
<tr>
<td>15</td>
<td>5</td>
<td>3</td>
<td>Discussion Board</td>
<td>Evaluation based upon active participation using the Discussion Board, and demonstration of understanding of the concepts for the lesson.</td>
</tr>
<tr>
<td>15</td>
<td>5</td>
<td>3</td>
<td>Assignments</td>
<td>These assignments will consist of short answer questions, which will be applications of the week’s topics.</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>1</td>
<td>Mid-Term Exam</td>
<td>Mix of Multiple Choice, Short-answer questions, Essay question</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>1</td>
<td>Final Exam</td>
<td>Mix of Multiple Choice, Short-answer questions, Essay question</td>
</tr>
</tbody>
</table>

Students are expected to participate in all grading activities. No late submissions will be allowed unless previously arranged with the instructor. There is an 1 point penalty per day, for written work turned in late (you will however have a zero if submission is after the grading by the instructor has been completed since answer sheets are often posted on Canvas)

A complete description of each grading activity will be provided in the relevant weekly modules.

The instructor’s role is to:

- Design the appropriate assignments and activities to ensure active learning;
- Provide guidance, expertise and feedback to help the student complete the assignments;
- Promote student collaboration by participating and guiding discussions.

The student will be notified of any changes to this syllabus. Any changes to the schedule will be posted in the course calendar.

**Written Assignments:**

Three (3) written assignments are spaced out throughout the semester. The assignments expand on important aspects of topics covered in the course. Each will require research, interpretation, consideration and opinion from the student. Demonstration of good command of written English will be important for success in these assignments. Each assignment will be worth a maximum of 5 points.

Each session will open on Sunday noon (12:00PM); the assignment is due Monday noon (12:00PM) of the following week (i.e., 8 days later). Late submissions will receive a zero, unless excused by the instructor. All assignments should be submitted through the Canvas platform for that week’s lecture topic. They will be returned with individual feedback within 7 days after the deadline.
Discussion Activities:
There will be four (4) separate discussion topics throughout the semester. Students are expected to participate in all discussions and will be graded on their level of contribution. Three discussions will be worth 5 points and one will be worth 1 point. The discussion forum for each topic will run from Sunday to Sunday midnight of each week they are assigned (exceptionally they may run longer if necessary—please make sure to verify the end date of each discussion). In order to allow for interactions between participants, you will be expected to provide a response to each of the discussion topic/question(s) for each unit of class. In order to obtain full credit for weekly participation, you will need to post your initial responses to the question(s) or topic(s) by Wednesday midnight. Then you will be asked to post a reply to any of your colleagues’ questions by Sunday midnight. Quality of thought and writing, rather than simple number of contributions, will be considered important in evaluating each student’s participation. Simply agreeing or disagreeing with your colleagues, without providing an in-depth justification will not be acceptable. The first Discussion involves introducing yourself to the class, and hence will be worth 1 point.

**Student participation in the online discussions will be graded by the instructor using the following criteria:**
1. Student has posted at least two times during the Unit.
2. The information contributed is correct and supported by references.
3. Statements and ideas build on the comments by others.
4. The information contributed is relevant to the discussion.
5. Postings are submitted on time.

Each criterion is worth one point therefore each discussion is worth a total of 5 points.

**Synchronous (live) Web Sessions:**
There will be two live sessions by Zoom, each worth 4 points. Live sessions aim at reviewing the material prior to the mid-term and final exam. There will be directed activities either in small groups or plenary.

**Study participation in the online live sessions will be graded by the instructor using the following criteria:**
1. **Attendance:** Attended the session or received approval for a necessary absence
2. **Preparedness:** Student has completed the preparatory work prior to attending the session (preparatory work may involve for example, drafting at least 1 question to ask the group)
3. Quality: Student is providing informative and constructive comments

4. Listening: Student is attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks.

Each criterion is worth one point therefore each discussion is worth a total of 4 points.

Mid-term and Final Exams:
There will be one mid-term exam and one final exam, each worth 30 points. Exams will be online, timed (maximum of 3 hours to complete the exam) and single entry. It will not be possible to exit and come back to the exam later. They will consist mainly of applications of concepts seen in class. Exams will include short-answer questions, some multiple-choice questions, and perhaps essay question. The points for each question will vary and will be specified next to the question. For short-answer and essay questions, students will be expected to apply the concepts and justify their answers using the criteria and assumptions presented in class. Mock exams will be posted in order to assist in the preparation of each exam.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Excellent</th>
<th>Competent</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Narrative demonstrates a depth of understanding by using accurate and relevant details. Student is able to apply the concepts seen in class and can selectively make valid choices with accurate justifications.</td>
<td>Narrative demonstrates understanding by using relevant details with minimal inaccuracies. Some evidence is presented that supports student's viewpoint. Answer lacks accurate justification.</td>
<td>Narrative is filled with several inaccuracies. There is no justification provided.</td>
</tr>
<tr>
<td>Structure</td>
<td>Narrative is clear and concise, and shows continuity of thought process.</td>
<td>Narrative is not concise enough; it seems that student did not quite know which principles applied to the question and hence, repeated what was seen in class without discrimination.</td>
<td>Narrative unclear or out of topic.</td>
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</table>

Grading policy:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94 – 100</td>
<td>A</td>
</tr>
<tr>
<td>90 – &lt;94</td>
<td>A-</td>
</tr>
<tr>
<td>87 – &lt;90</td>
<td>B+</td>
</tr>
<tr>
<td>84 – &lt;87</td>
<td>B</td>
</tr>
<tr>
<td>80 – &lt;84</td>
<td>B-</td>
</tr>
<tr>
<td>77 – &lt;80</td>
<td>C+</td>
</tr>
<tr>
<td>70 – &lt;77</td>
<td>C</td>
</tr>
<tr>
<td>&lt;70</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Schedule:
<table>
<thead>
<tr>
<th>Lesson/Date</th>
<th>Topics</th>
<th>Instructor</th>
</tr>
</thead>
</table>
| **1 Jan.18-23** | Introductions and Housekeeping  
**Required Viewing/Listening:**  
- Course logistics & Grading schemes  
- Role of Pharmacoepidemiology in Drug Development  
**Required Reading:**  
**Week One Discussion (1):** Post your introduction (who you are, your background and program you are registered in)  
_Due Jan.23 midnight_ |
| **2 Jan.23-30** | Measures of Risk  
**Required Viewing/Listening:**  
- Measures of Risk (PPT and Podcast)  
**Required Reading:**  
**Week Two Assignment (1):** Please explain how you calculated the risk and incidence rate of the example in the assignment.  
_Due Jan.31st noon_ |
| **3 Jan.30-Feb.6** | Cohort Studies  
**Required Viewing/Listening:**  
- Cohort Studies (PPT and Podcast)  
**Required Reading:**  
**Week Three Assignment (2):** Read the assigned article and discuss the elements that make this a cohort study (please use template/checklist in Assignment activity).  
_Due Feb.7 noon_ |
| **4 Feb.6-13** | Data Sources in Pharmacoepidemiology  
**Required Viewing/Listening:**  
- Data sources in pharmacoepidemiologic research  
- Practical example/viewing of an administrative claims database and an EMR |
<table>
<thead>
<tr>
<th>Required Reading</th>
<th>Y. Moride</th>
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</thead>
</table>

**Week Four Discussion (2):** Provide a description, data collection structure, population covered, and an example of a pharmacoepidemiologic study conducted with your assigned database. **Due Feb. 13 midnight**

<table>
<thead>
<tr>
<th>Epidemiology of Medical Devices (incl. registries)</th>
<th>M.B. Ritchey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Viewing/Listening:</td>
<td></td>
</tr>
<tr>
<td>Medical Devices (PPT and Podcast)</td>
<td></td>
</tr>
</tbody>
</table>

**Required Reading:**


- Jalbert 2014 AJE - Implanted devices.pdf

- Textbook of Pharmacoepidemiology, Chapter 22: Special Applications of Pharmacoepidemiology – sections relevant to implantable medical devices

*** Zoom Live Session *** (graded attendance) Feb. 16 – 3-5PM EST

https://rutgers.zoom.us/j/7355773183?pwd=Qkl5NDdxY2xWYi8yMmtRVEVkJkJfUT09

<table>
<thead>
<tr>
<th>Integration of sex and gender in health research and use of reporting guidelines</th>
<th>A. Gogovor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Viewing/Listening:</td>
<td></td>
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<tr>
<td>Sex and gender in health research (PPT and Podcast)</td>
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</tr>
</tbody>
</table>

**Required Reading:**

- Gogovor et al. Sex and gender considerations in reporting guidelines for health research: a
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Required Viewing/Listening</th>
<th>Required Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 27 – March 6</td>
<td><strong>Bias and Interactions - Part 1: Confounding</strong>&lt;br&gt;<strong>Required Viewing/Listening:</strong>&lt;br&gt;• Bias and Interaction-Part 1 (PPT and Podcast)</td>
<td><strong>Required Reading</strong>&lt;br&gt;• Gerhard T. Bias: Considerations for research practice. Am J Health Syst Pharm. 2008;65:2159-2168&lt;br&gt;• ENCePP guide of Methodological Standards encepp.eu/standards_and_guidances/methodologicalGuide5_2_3.shtml</td>
<td>Y. Moride</td>
<td></td>
</tr>
<tr>
<td>March 5-11*</td>
<td><strong>Mid-Term Exam</strong>&lt;br&gt;consisting of the following:&lt;br&gt;• timed multiple-choice questions&lt;br&gt;• timed short-answer questions and essay question&lt;br&gt;• (3 hours maximum- single entry only, to be completed by March 11, 11:59PM)&lt;br&gt;* Exam will be available on Saturday March 5 to allow for a full week to complete prior to spring recess</td>
<td></td>
<td>Y. Moride</td>
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<tr>
<td>March 12-20</td>
<td><strong>Spring recess</strong></td>
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<tr>
<td>March 27-Apr 3</td>
<td><strong>Case-control Studies</strong>&lt;br&gt;<strong>Required Viewing/Listening:</strong>&lt;br&gt;• Case-Control Studies (PPT and Podcast)</td>
<td></td>
<td>Y. Moride</td>
<td></td>
</tr>
</tbody>
</table>
### Required Reading:

### Week Ten Discussion (3):
Situational problem. Discuss the appropriateness of the control group in the example (you will not see your colleagues’ answers for 30 min. after you post your answer). **Due Apr. 3 midnight**

### Biases Part 2 - Selection and Information Bias
#### Required Viewing/Listening:
- Selection and Information Bias (PPT and Podcast)

#### Week Eleven Discussion (4):
Identify and discuss the different types of biases in the assigned article. Describe some possible solutions for bias. **Due Apr. 10 midnight**

### Principles of risk management planning
#### Required Viewing/Listening
- Risk management planning (PPT and Podcast)
- Post-authorization Safety Studies on Covid-19 vaccines

#### Required Reading:
- FDA Development and Licensure of Vaccines to Prevent COVID-19 Section VI [https://www.fda.gov/media/139638/download](https://www.fda.gov/media/139638/download)

#### Week Twelve Assignment (3):
Propose an appropriate REMS strategy and evaluation for the specified situational problem. **Due April 18 noon**

### Industry Perspective on Pharmacoepidemiology
#### Required Viewing/Listening
- Industry perspective (PPT and Podcast)

#### Recommended Reading:

#### *** Zoom Live Session *** (graded) Apr. 20 – 3-5PM EST [https://rutgers.zoom.us/j/7355773183?pwd=Qkl5NDdxY2xWYi8yMm1RVEVtUjFjUT09](https://rutgers.zoom.us/j/7355773183?pwd=Qkl5NDdxY2xWYi8yMm1RVEVtUjFjUT09)
**Syllabus Addendum: Remote Learning Policies**

As you know, we are engaged in this course under extraordinary circumstances. Not only are we now conducting the class remotely, but we are all working under the repercussions of the COVID-19 pandemic. The following are class policies for our class sessions with Zoom. Please read carefully; these policies apply to the Spring 2021 semester. All students are expected to adhere to the policies.

**General:** Log into Zoom using your Rutgers NetID and sign-in with your full first name and last name as listed on the class roster. (If you use a different name than what is listed on the class roster, please email the instructor in advance of the class or send a private Chat message.) Using your full name allows the instructor to know who is in attendance and to quickly sort students into their groups when needed. Users who do not log into Zoom using their Rutgers NetID may have trouble accessing the Zoom classroom.

**Video:** Please turn on your video when possible. We recognize that this isn’t always easy but this will help to build our class community. Seeing the faces of your classmates more closely duplicates the typical in-person learning experience and may shift your mindset into more focus and attention. Seeing each other can also provide each of us with positive social interactions.

- If you’re unable to find an environment without a lot of visual distractions or prefer to not show your living space as a background, feel free to use a virtual background (several virtual background images created by the School of Public Health are available in the Student Connect Canvas page).
- To save bandwidth, there may be times during class when the instructor asks students to turn off videos.
- Add a photo to your Zoom profile. (Then in times when videos are off, we’ll see photos of everyone rather than an empty box.)
- If you have limited internet bandwidth or other issues impacting your video use, please inform the instructor.

**Audio:** Mute your microphone when you are not talking. This helps eliminate background noise.

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Required Viewing/Listening</th>
<th>Required Reading</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Apr.30-May 6*</td>
<td><strong>Final exam consisting of the following</strong></td>
<td><strong>Required Viewing/Listening:</strong> Timed multiple-choice questions</td>
<td><strong>Required Reading:</strong> Dusetzina SB et al. Impact of FDA drug risk communications on health care utilization and health behaviour: A systematic review. Med. Care 2012; 50:466-478.</td>
<td>Y. Moride</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required Viewing/Listening:</strong> Timed short-answer questions and essay question (3 hours maximum - single entry only, to be completed by May 6 11:59PM)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required Viewing/Listening:</strong> Timed short-answer questions and essay question (3 hours maximum - single entry only, to be completed by May 6 11:59PM)</td>
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</tbody>
</table>
• Use a headset, if possible. If you own headphones with a microphone, please use them. This improves audio quality.
• Be in a quiet place, if possible. Turn off any music, videos, etc. in the background.

Chat: Stay on topic and be respectful. Use the chat window for questions and comments that are relevant to class.

NOTE: Class meetings on Zoom will be recorded and made available for students in the course on Canvas only.

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student’s responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another’s work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the RBHS Title IX Office or to the School of Public Health’s Office of Student Affairs. Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School’s Office of Student Affairs. The School strongly encourages all students to
report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the RBHS Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit Rutgers Violence Prevention and Victim Assistance.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed Add/Drop Course form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed Leave of Absence form from the School of Public Health’s Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html

School of Public Health Honor Code: The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another’s work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

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